



Collingwood Area School

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Attendance Management Plan and supporting STAR procedures

Strategic Priorities

Regular school attendance is important for students to achieve their educational potential. The government's target is that 80% of students will be regularly attending school by 2030 - regular attendance is defined as 90%. We will use attendance and engagement data to identify patterns early and respond proactively to learner needs.

Our school currently has approximately 60% regular attendance and a target of lifting regular attendance to 70% by the end of 2026.

Board responsibilities

The board is responsible for taking all reasonable steps to ensure that the school's students attend the school when it is open for instruction.

The board will comply with the provisions in the legislation in relation to student attendance by:

- having a clear understanding of how attendance is tracked and is tracking at CAS.
- having processes and procedures in place to support a Stepped Attendance Response to student absence that uses data-based thresholds to identify students.
- having an effective method in place for identifying and monitoring student absence, including identifying patterns and barriers to student attendance.
- publishing this attendance management plan on the school's website.

Principal responsibilities

The principal is responsible for:

- developing and implementing a stepped attendance response aligned with the thresholds to support student attendance
- ensure that student absence is investigated, responded to and actions taken recorded aligned with the thresholds
- ensure all students, whanau and staff understand the processes and procedures that support student attendance
- Report to the board on any trends, barriers to attendance and interventions being used to support student attendance.

Procedures/supporting documentation

Attendance management Procedure - Stepped Attendance Response (STAR)- see below

CAS Student Attendance policy

CAS Attendance procedures





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Monitoring

The school office receives attendance information from classroom teachers and/or relievers, itinerant, or specialist teachers, and is responsible for checking and updating attendance information (e.g. due to students arriving late or going home early). Office staff follow up absences, monitor for changes or trends in student attendance, and coordinate with relevant staff as needed.

Staff are encouraged to report any attendance concerns to Attendance Services.

The Ministry of Education collects attendance data from the school, including:

- the proportion of students who attend regularly
- students with five or more full days of unjustified absence in a term
- absences remaining unexplained at the end of each week.

Legislative compliance/ Legislation

[Education and Training Act 2020](#)

[Education Attendance rules](#)

[Education Attendance Management Plan regulations \(yet to be passed\)](#)

Reviewed: November 2025

Next review: November 2026





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Attendance Management Procedure Stepped Attendance Response

We recognise the importance of regular attendance to help our students achieve their educational potential.

Our STAR clarifies:

- that attendance is a shared priority for students, whānau | families, schools and us
- that parents are expected to engage with the support offered and work with schools, with us, and with other agencies to return their children to regular attendance
- that schools will take action when attendance becomes a concern
- why attendance matters to students, and demonstrates that they are supported by their parents, families, teachers and school leaders.

Parent/Whanau responsibilities

- notify the school as soon as possible if their child is going to be absent
- arrange appointments and trips outside school hours or during school holidays where possible
- work with the school to manage attendance concerns.
- follow the school's attendance management plan and associated attendance policies and procedures.

School responsibilities

- Regular clear communication to parents and students on attendance expectations
- communicate to parents what steps the school will take if the student is absent from school
- monitor student attendance
- provide students with regular updates on their own attendance
- report regularly to parents on attendance of their child.

School Procedures

Collingwood Area School takes all reasonable steps to ensure students attend school while it is open, including following up unexplained absences.

Our follow-up actions may include:

- analysing attendance data for patterns of absence
- contacting parents/caregivers to outline attendance expectations
- meeting with students and their parents/caregivers to discuss strategies for improving attendance
- discussing school programmes with relevant staff to better meet the needs of students at risk of disengagement.

We record attendance accurately to ensure all students are accounted for, including for emergency situations. The school provides attendance data to the Ministry of Education each day, as required by the Education and Training Act 2020 and Education (School Attendance) Regulations 2024. We monitor absence patterns using our student management system and notify parents/caregivers of any concerns.

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Classroom teachers, learning support staff, and office staff work together to ensure attendance is recorded correctly. Relievers, itinerant teachers, and specialist teachers provide attendance information as necessary to the relevant teacher, or directly to the school office.

Deans and classroom teachers are responsible for monitoring student attendance for their respective groups, ensuring that parents are informed early of any attendance concerns. Senior staff and relevant personnel will be kept informed of serious student absence situations.

Parents will receive student attendance data in reports.

Outside agencies will be used as appropriate to support attendance.

Students will be identified at the thresholds. Follow-up response actions will be tailored to the reasons for absence.

Patterns of attendance and specific interventions being used will be evaluated by the pastoral team/SLT termly to review outcomes and effectiveness of these interventions. This will be recorded in Kamar.





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Collingwood Area School Stepped Attendance Response

Below is our stepped attendance response for responding to individual student absence. Actions can be taken at any stage and there is no requirement to wait for a student to be identified at a threshold to take action to address non attendance.

Day-to-day operations			
Activities	Practice	Responsible Person	Notes & Actions
Communicate with parents	<p>Set expectations, procedures and follow-up steps the school will take when a student is absent.</p> <p>Use enrolment forms, newsletters, website or other communication methods to set expectations and provide guidance to parents</p>	<p>Class Teacher/ Deans</p> <p>Principal</p> <p>School Board</p>	<p>Termly attendance features including updates on data in newsletters.</p> <p>Expectations and guidance for parents published on our school website.</p> <p>Expectations for student attendance and steps that will be taken to address attendance included in enrolment forms.</p> <p>Work with parents and students, where appropriate.</p>
Following up absences daily	<p>Use procedures in place (and supporting software) to quickly identify all student absences and communicate these to parents</p> <p>Follow-up daily with parents any unexplained absences</p>	Administration team	<p>Text based reminder to be sent from 9:15 am for all unexplained absences.</p> <p>Call by 10:30am if there is no response.</p>
Minimise disruptions to the school day and week	School boards and school leadership prioritise school hours to be for learning	School leadership team	
Assess history of new students	When enrolling, identify issues or trends in attendance history.	Principal or School leadership team	
Escalate attendance issues as needed	Seek more support as needed	All staff as appropriate.	Staff are encouraged to escalate issues according to these procedures.
Develop support plans			
Involve other services, consider referral to Attendance Services			

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Less than 5 days absence in a school term (90%+) GOOD

- All students:
 - Rolls are marked in the first 20mins of the period and absences are followed up with text/phone call/email to Whanau from the school office.
 - Dean/ Teacher identifies and celebrates good attendance
 - Identify students moving up the thresholds and communicate to whanau
- Students Year 9-13
 - Deans receive attendance slips every Monday and update students on their attendance. Deans check for any periods where students have been marked with unknown absence (?) or late (L)
 - Ask students what the possible reason is for absence or lateness
 - Students are then given an attendance slip and have until Wednesday to have it signed by teacher/parent justifying reason.
 - Slip is returned to KR and (?) is updated with appropriate attendance code.
 - If absence is not justified then they are marked truant.
- Students Years 1-8
 - Attendance monitored by homeroom teachers and students are updated on their attendance weekly.
- SLT and SCT to monitor attendance and report to staff termly.

Up to 10 days absence in a school term (80 - 90%) WORRYING

- Teacher/Dean to contact parent/guardian either by phone call or email to offer support and help identify any barriers to attendance. Use templates where appropriate.
 - Teacher/ dean to communicate with SCT outcome of conversation/ communication and any barriers that school can assist with and record on KAMAR.
- Teachers to support students to catch up on missed learning where required.

Up to 15 days absence in a school term (80 - 70%) CONCERNING

- Office to request a meeting with parent/guardian and student to analyse barriers for attendance and collaborate to develop and implement a tailored support plan. This may include multi agencies such as social services, LSA, Attendance Services, RTLB, LHC, Health School
- Everyone commits to their part of the plan
- Teacher/Dean & SCT/ SLT to attend attendance meeting, actions taken are recorded on KAMAR
- When a student reaches 75%, inform parent/guardian of possible referral having to be made to the Attendance Services.

15 days or more absence in a school term (Below 70%) SERIOUS CONCERN

- DP/Principal to contact parent/guardian to arrange a meeting and give warning notice advising of 15 days or more of absence.
- Escalate to the Attendance Services.

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